

**NON-MONETARY INCENTIVES AND EMPLOYEES' PERFORMANCE IN
THE MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION IN
KAJIADO COUNTY, KENYA**

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OCTOBER, 2025

DECLARATION

I declare that this project is my original work and that it has not been presented for the award of a degree in any other University.

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I confirm that the work in this project was done by the candidate under my supervision

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DEDICATION

This research proposal is dedicated to my parents who took the initiative to educate me up to university and planted the seed of desire for knowledge in me. Secondly, to my husband and our children. You are a great inspiration to me and your love and support kept me strong and focused.

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I wish to acknowledge the great support I got from my supervisor, and sincerely appreciate the valuable guidance throughout the period I was preparing my project.

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I wish to thank the Almighty God for giving me the strength to strike a balance between studies, family and work.

ABSTRACT

Employee performance in the Ministry of Interior and National Administration (MINA) in Kajiado County remains low despite ongoing public sector reforms, as shown by limited task completion, low recognition, and minimal career advancement. This study aimed to examine the influence of non-monetary incentives on employee performance among National Government Administrative Officers (NGAOs). Specifically, it assessed the effects of mentorship, job enrichment, career progression, and recognition on performance. Guided by Herzberg's Two-Factor, Expectancy, Equity, and Social Learning Theories, the study adopted a descriptive explanatory research design. Data were collected using structured questionnaires from 191 respondents after a pilot study in Nairobi County confirmed instrument reliability and validity. Data were analyzed and presented using descriptive statistics, Pearson correlation, and multiple regression in SPSS version 25 to test the relationships among variables. The study revealed that non-monetary incentives significantly influence employee performance within the Ministry of Interior and National Administration in Kajiado County. Career advancement opportunities emerged as the strongest predictor ($\beta=0.358$, $r=0.823$), followed by mentorship ($\beta=0.287$, $r=0.794$), job enrichment ($\beta=0.246$, $r=0.768$), and recognition ($\beta=0.213$, $r=0.751$). All variables demonstrated statistically significant positive relationships with employee performance, confirming their collective importance in enhancing productivity and motivation among public service workers. The study concluded that non-monetary incentives are critical determinants of employee performance in public service organizations. Career advancement opportunities constitute the most powerful performance driver, while mentorship, job enrichment, and recognition practices significantly contribute to employee motivation and productivity. However, inconsistent implementation across departments and varying quality of support systems limit optimal effectiveness. Standardizing these practices, ensuring adequate resource allocation, and maintaining transparent, merit-based systems are essential for sustaining high performance standards organizationally. The study recommended that the Ministry should establish standardized frameworks for mentorship, job enrichment, career advancement, and recognition programs across all departments. Organizations should implement regular training for mentors and managers, ensure adequate resource allocation for challenging assignments, maintain transparent promotion criteria, and develop comprehensive recognition systems accommodating diverse employee preferences. Regular monitoring mechanisms, performance assessments, and feedback platforms should be established to evaluate program effectiveness and ensure consistent support provision.

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OPERATIONAL DEFINITION OF TERMS

Career Progression	Refers to the upward movement of an employee within an organization into more senior, challenging, and better-paying positions. It involves increased responsibilities, authority, and professional growth opportunities.
Employee Performance	Denotes the extent to which an employee effectively fulfills assigned duties and responsibilities. It is measured through indicators such as job satisfaction, skills and competencies, job commitment, and achievement of set targets.
Incentive	Any form of stimulus monetary or non-monetary that encourages employees to increase their effort and performance in pursuit of organizational goals.
Intrinsic Incentives	Represent non-monetary motivators that enhance an employee's internal satisfaction and drive to perform better. These incentives stimulate employees to be more productive and committed toward achieving organizational goals.
Job Enrichment	Entails redesigning work to make it more engaging, meaningful, and fulfilling by increasing responsibility, autonomy, and opportunities for skill utilization. It aims to enhance motivation and job satisfaction.
Mentoring	Refers to a structured relationship where an experienced employee provides guidance, knowledge, and support to a less experienced colleague to enhance professional growth, competence, and productivity.

Motivation	The internal drive or willingness of an employee to exert effort and persist in achieving organizational objectives.
Non-Monetary Incentives	Non-cash rewards provided by an organization to motivate employees to improve their work performance. They include recognition, career development opportunities, flexible work arrangements, and training.
Performance	Refers to the level of efficiency and effectiveness demonstrated by an employee in executing assigned tasks, measured by quality, timeliness, and achievement of set objectives.
Public Service Employees	Individuals employed by the government to perform public administration and service delivery functions. Their performance is assessed through indicators such as quality, quantity, and timeliness of output.
Recognition	The formal or informal acknowledgment of an employee's contributions, achievements, or exemplary performance, intended to reinforce desirable behavior and sustain high performance levels.

ABBREVIATIONS AND ACRONYMS

ACC	Assistant County Commissioner
CC	County Commissioner
DCC	Deputy County Commissioner
HR	Human Resource
MICNG	Ministry of Interior and Coordination of National Government
MINA	Ministry of Interior and National Administration
NGAO	National Government Administrative Officers
PSC	Public Service Commission
PAS	Performance Appraisal System
SPAR	Staff Performance Appraisal Report
PCS	Performance Contracts
BSC	Balanced Score Card
LEI	Leadership Effectiveness Index
SPSS	Statistical Package for the Social Sciences
SRC	Salaries and Remuneration Commission
CRA	Commission on Revenue Allocation

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employees' performance measured here as the quality, timeliness and responsiveness of task execution, adherence to procedures, and contribution to organizational goals is a central determinant of institutional effectiveness in the public sector. High performance among public servants improves service delivery, strengthens accountability, and builds citizen trust, while poor performance produces service delays, inefficiencies, and weakened state capacity (Mathauer & Imhoff, 2006). In many public institutions, maintaining consistently high levels of employee performance is difficult because of limited resources, organizational constraints and motivation deficits. These circumstances have prompted public managers to explore incentive mechanisms that raise performance without necessarily increasing recurrent wage bills. Non-monetary incentives socio-psychological and career-oriented rewards that do not take the form of cash are particularly attractive in such contexts because they can enhance intrinsic motivation and work engagement without large fiscal outlays (Abdullah & Wan, 2013; Willis-Shattuck et al., 2008).

Non-monetary incentives include structured mentorship and coaching; meaningful job enrichment (task redesign, autonomy, and skill variety); formal recognition and award systems; and clear, transparent pathways for career progression and professional development. These forms of incentive act primarily on intrinsic drivers (self-efficacy, professional identity, and perceived organizational support) and have been associated with higher job engagement, persistence, and discretionary effort in a range of settings (Shkoler & Kimura, 2020; Boeder et al., 2021). Through contrast, where non-monetary

supports are weak or absent, enhancement of performance through pay alone often produces short-term changes that are difficult to sustain (Abdullah & Wan, 2013).

In the United States, non-monetary incentives within the Department of the Interior significantly influence employee motivation and performance. Recognition awards, time-off awards, and certificates of appreciation are routinely used to promote intrinsic motivation and morale (U.S. Department of the Interior [DOI], 2019). Such incentives reduce turnover and enhance productivity by reinforcing employee value in public service (U.S. Bureau of Reclamation, 2022). The DOI's Performance Management Handbook highlights that symbolic recognition such as commendation letters and plaques encourages accountability and innovation (DOI, 2018). These mechanisms demonstrate how non-monetary rewards can sustain high ethical and performance standards in federal institutions.

In India, non-monetary incentives such as professional training, preferred postings, and recognition-based promotions have shown significant effects on employee performance in the Ministry of Home Affairs and related agencies. Research in Rajasthan demonstrated that offering desirable transfers based on merit and participation in accountability initiatives improved police professionalism and reporting rates (Banerjee et al., 2012). The National Police Academy further emphasizes structured training and commendations as vital non-monetary motivators that enhance efficiency and integrity (Ministry of Home Affairs, 2020). These initiatives foster intrinsic motivation and reduce bureaucratic stagnation, thereby improving service delivery and public trust in state institutions.

In Zimbabwe, public sector institutions under the Ministry of Home Affairs and Cultural Heritage rely increasingly on non-monetary incentives to enhance employee

performance. The government's provision of housing stands, institutional housing, and car rebate schemes for civil servants aims to improve morale and job satisfaction (AllAfrica, 2025). Approximately 26,000 housing stands have been allocated to government employees across major cities, representing an investment in staff welfare (ZimEye, 2019). Although such non-monetary initiatives enhance commitment and reduce absenteeism, equitable distribution and transparent implementation remain challenges that must be addressed to maximize their motivational and performance outcomes in the civil service.

In Rwanda, non-monetary incentives—such as recognition programs, career advancement, and professional training—have proven essential in enhancing public sector performance. A study by the Rwanda Housing Authority reported strong positive correlations between recognition schemes and employee performance indicators, including teamwork and service quality (Nshimiyimana & Mugabo, 2021). The Public Service Commission of Rwanda also emphasizes professional development and employee recognition within its performance contracts (Imihigo), reinforcing motivation and accountability (Government of Rwanda, 2020). These non-monetary measures, embedded within Rwanda's performance-based management reforms, contribute to employee retention, innovation, and service quality in ministries including Interior and National Administration.

In Kenya, the Ministry of Interior and National Administration in Kajiado County depends heavily on non-monetary incentives to maintain efficiency and service quality. These include recognition, training, improved working conditions, and opportunities for career advancement. Studies in Kenya's public sector indicate that non-financial rewards such as recognition and training significantly enhance motivation and

performance (Kihara, 2020). Similarly, a study on the General Service Unit found that recognition and supportive working conditions had a strong positive effect on officers' commitment and productivity (Ndungu, 2019).

In Kajiado County's context, where field conditions can be demanding, incentives such as professional development opportunities, provision of equipment, flexible posting, and public recognition play vital roles. For instance, recognizing exemplary officers in county security forums or providing adequate logistical support improves employee morale and efficiency. According to the Public Service Commission (2023), regular capacity-building initiatives and transparent promotion criteria in devolved ministries have improved employee retention and accountability. Empirical evidence suggests that departments that prioritize recognition and training report up to 15% higher task completion and lower absenteeism (PSC, 2023). Therefore, non-monetary incentives in Kajiado's Ministry of Interior enhance motivation, reduce attrition, and improve public satisfaction with administrative services.

1.1.1 Employee Performance

Employee performance refers to the degree to which employees effectively execute their assigned duties, achieve targets, and contribute to organizational goals. It encompasses the quality, efficiency, and consistency of an employee's output (Periyasamy, 2022). In this study, employee performance is conceptualized through four key dimensions: job satisfaction, knowledge, skills and competencies, upward mobility on the job, and job commitment.

Job satisfaction has been shown to be a critical determinant of performance. According to Herzberg's Two-Factor Theory, intrinsic motivators such as recognition and personal

growth foster job satisfaction and, in turn, enhance productivity (Herzberg, 1959). Empirically, Albrecht et al. (2015) found that satisfied employees demonstrate 21% higher productivity and 37% lower absenteeism compared to dissatisfied employees.

Knowledge, skills, and competencies are essential for performance efficiency and innovation. The Human Capital Theory posits that investment in employee skills increases productivity and institutional effectiveness (Becker, 1993). In Kenya's public sector, Nzuve and Bakari (2012) demonstrated that employees with better technical and interpersonal competencies exhibited higher work output and service quality.

Upward mobility on the job the opportunity for career advancement—is another key driver of performance. According to the Expectancy Theory (Vroom, 1964), employees who perceive opportunities for growth exert more effort, leading to improved outcomes. In the Kenyan civil service, Mwangi (2019) found that promotion opportunities enhanced job retention and output among administrative officers.

Job commitment reflects the emotional and psychological attachment employees have toward their organization. Meyer and Allen's (1991) model of organizational commitment shows that affective commitment correlates strongly with performance, as committed employees demonstrate higher persistence, punctuality, and task completion rates. In the Ministry of Interior and National Administration (MINA), this variable is crucial due to the high demands of public service delivery and administrative accountability.

1.1.2 Non-Monetary Incentives

Non-monetary incentives refer to non-financial motivators that fulfill employees' psychological and professional needs, thereby enhancing their job performance. For

this study, four main measures are examined: mentorship, job enrichment, career progression, and recognition.

Mentorship fosters knowledge transfer and professional growth. Ofobruku (2015) found that structured mentorship programs improved adaptability and morale among Nigerian public servants. In Kenya, mentorship within ministries promotes employee confidence and supports effective succession planning (Public Service Commission, 2021).

Job enrichment involves redesigning tasks to increase autonomy and responsibility. Hackman and Oldham's Job Characteristics Model (1976) argues that enriched jobs enhance motivation, satisfaction, and performance. Evidence from Oduor (2020) indicates that enriched roles in Kenya's county governments led to improved accountability and efficiency.

Career progression ensures that employees have clear pathways for advancement. According to Kihara (2017), lack of structured promotion systems in Kenya's public service contributes to demotivation and high turnover. Transparent advancement systems increase engagement and retention (Armstrong, 2020).

Recognition reinforces desirable behavior and performance. Empirical studies by Kim (2016) and Amoatema and Kyeremeh (2016) found that recognition programs significantly increased public servants' productivity and reduced absenteeism. Recognition in non-monetary forms such as awards or letters of commendation satisfies intrinsic needs and builds morale. These four incentive mechanisms are vital in enhancing intrinsic motivation within MINA, where financial resources may be constrained but service expectations remain high.

1.1.3 Ministry of Interior and National Administration (MINA)

The Ministry of Interior and National Administration is responsible for internal security, public administration, registration of persons, and coordination of national government functions (Government of Kenya, 2023). In Kajiado County, the ministry operates through County Commissioners, Deputy County Commissioners, and Chiefs who manage administrative services and ensure security and governance coordination.

Employee performance in MINA is assessed through key indicators such as timeliness of service delivery, public satisfaction, compliance with administrative directives, resource utilization efficiency, and professionalism (Service Performance Appraisal Report [SPAR], 2016). However, reports from the Public Service Commission (2023) show that Kajiado County faces challenges such as low employee morale (36% satisfaction rate), inadequate career development frameworks, and delayed recognition, which negatively affect performance outcomes.

The unique socio-geographical context of Kajiado covering vast and partly arid regions—compounds these challenges by stretching administrative offices across difficult terrains (County Government of Kajiado, 2022). Employees often report limited mentorship opportunities and unclear promotion criteria, leading to lower commitment and service inefficiency (PSC Annual Report, 2023). Addressing these performance issues requires examining how non-monetary incentives can enhance motivation and commitment among ministry employees.

Problem Statement

Despite ongoing reforms to improve efficiency in Kenya's public administration, performance challenges persist within the Ministry of Interior and National Administration (MINA) in Kajiado County. Evidence from the Public Service Commission (PSC, 2023) reveals that employee satisfaction in public service stands at only 38%, while over 41% of administrative officers cite lack of recognition and limited career progression as key demotivators. Additionally, the State Department for Public Service (2022) reported that 37% of employees in devolved ministries lacked mentorship and skill development opportunities, resulting in low innovation and poor task completion rates.

Empirical studies on public sector motivation in Kenya (e.g., Kihara, 2017; Oduor, 2020; Kuria, 2013) have primarily focused on financial incentives or general civil service performance but have not examined the influence of non-monetary incentives specifically mentorship, job enrichment, career progression, and recognition on employee performance within MINA in Kajiado County. This represents a contextual gap, as local administrative conditions differ significantly from urban and central government contexts. Furthermore, a methodological gap exists since most prior studies adopted descriptive rather than inferential approaches to link incentive mechanisms with performance outcomes. Therefore, this study seeks to fill these gaps by examining how non-monetary incentives influence employee performance in the Ministry of Interior and National Administration in Kajiado County, Kenya.

1.2 Statement of the Problem

Despite ongoing reforms to improve efficiency in Kenya's public administration, performance challenges persist within the Ministry of Interior and National Administration (MINA) in Kajiado County. Evidence from the Public Service

Commission (PSC, 2023) reveals that employee satisfaction in public service stands at only 38%, while over 41% of administrative officers cite lack of recognition and limited career progression as key demotivators. Additionally, the State Department for Public Service (2022) reported that 37% of employees in devolved ministries lacked mentorship and skill development opportunities, resulting in low innovation and poor task completion rates.

Empirical studies on public sector motivation in Kenya (e.g., Kihara, 2017; Oduor, 2020; Kuria, 2013) have primarily focused on financial incentives or general civil service performance but have not examined the influence of non-monetary incentives—specifically mentorship, job enrichment, career progression, and recognition—on employee performance within MINA in Kajiado County. This represents a contextual gap, as local administrative conditions differ significantly from urban and central government contexts. Furthermore, a methodological gap exists since most prior studies adopted descriptive rather than inferential approaches to link incentive mechanisms with performance outcomes. Therefore, this study seeks to fill these gaps by examining how non-monetary incentives influence employee performance in the Ministry of Interior and National Administration in Kajiado County, Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The study aimed to examine the relationship between non-monetary incentives and employee performance among staff of the Ministry of Interior and National Administration in Kajiado County, Kenya.

1.3.2 Specific Objectives

- i. To determine the association between mentorship and performance of Ministry of Interior and National Administration employees in Kajiado County.
- ii. To examine the association between job enrichment and performance of Ministry of Interior and National Administration employees in Kajiado County.
- iii. To establish the relationship between career progression opportunities and performance of those employees.
- iv. To assess the association between recognition and performance of employees in the Ministry of Interior and National Administration in Kajiado County.

1.4 Research Questions

- i. What is the association between mentorship and employee performance in the Ministry of Interior and National Administration in Kajiado County?
- ii. What is the association between job enrichment and employee performance in the Ministry of Interior and National Administration in Kajiado County?
- iii. What is the relationship between opportunities for career progression and employee performance in the Ministry of Interior and National Administration in Kajiado County?
- iv. What is the association between recognition and employee performance in the Ministry of Interior and National Administration in Kajiado County?

1.5 Hypotheses

H₁: Mentorship has no statistical significance influence on employee performance in the Ministry of Interior and National Administration in Kajiado County.

H₂: Job Enrichment has no statistical significance influence on employee performance in the Ministry of Interior and National Administration in Kajiado County.

H₃: Opportunities for Career Progression has no statistical significance influence on employee performance in the Ministry of Interior and National Administration in Kajiado County.

H₄: recognition has no statistical significance influence on employee performance in the Ministry of Interior and National Administration in Kajiado County.

1.6 Significance of the Study

The findings of this study will be beneficial to the Government of Kenya, particularly the Ministry of Interior and National Administration (MINA), in improving service delivery to citizens of Kajiado County. The results will inform the government's human resource management strategists on the most effective ways to motivate public service employees through non-monetary incentives. This will help in identifying low-cost strategies for enhancing staff productivity and reducing recurrent expenditures associated with employee motivation (Public Service Commission [PSC], 2023).

Secondly, the study will provide policy-makers and human resource administrators with empirical insights into the non-monetary incentive approaches that enhance public service efficiency and performance. This will guide the formulation of human resource

policies that align with employees' actual motivational needs within the public service, particularly in MINA.

For the academic community, the study contributes to the growing body of knowledge on non-monetary incentives and employee performance in public institutions. It will bridge a contextual gap by providing empirical data from a devolved administrative setting Kajiado County thus expanding scholarly understanding of motivation in Kenya's public sector. Additionally, the study will identify areas for further research, enabling future scholars to explore emerging aspects of employee motivation in public administration.

1.7 Scope of the Study

The study was conducted in Kajiado County, targeting National Government Administrative Officers (NGAOs) working under the Ministry of Interior and National Administration at the county, sub-county, ward, location, and sub-location levels. Other employees in unrelated departments or ministries were excluded.

The content scope focused exclusively on non-monetary incentives specifically mentorship, job enrichment, career progression, and recognition and their influence on employee performance indicators such as service delivery, efficiency, professionalism, and accountability.

The time scope covered the period from 2020 to 2025, corresponding with the current phase of Kenya's Public Service Transformation Strategy (PSC, 2023), during which significant reforms and human capital development efforts have been implemented in the ministry.

1.8 Limitations of the Study

The study faced several limitations. First, access to confidential internal records such as staff appraisal reports and incentive policy documents was restricted, limiting the depth of document analysis. Second, due to the vast geographical size and infrastructural challenges in Kajiado County, reaching administrative officers in remote areas posed logistical difficulties, potentially affecting the sample size and representativeness. Third, because the study adopted a cross-sectional design, it established relationships and associations rather than causal effects between non-monetary incentives and employee performance.

Finally, findings are context-specific to MINA employees in Kajiado County and may not be generalizable to other government ministries or counties with different administrative contexts. However, the conclusions still provide valuable insights applicable to similar public administration environments across Kenya.

1.9 Organization of the study

The project is structured into five chapters with the first chapter comprising of background information to the study outlining the study variables, statement of the The study is organized into five interrelated chapters that systematically present the research process. Chapter One introduces the study by outlining the background, problem statement, research objectives, hypotheses, significance, scope, and limitations. Chapter Two presents a review of relevant theories and empirical literature related to non-monetary incentives and employee performance, identifying gaps and developing the conceptual framework. Chapter Three explains the research methodology, including the research design, target population, sampling techniques, data collection

instruments, analysis methods, and ethical considerations. Chapter Four provides data presentation, analysis, and interpretation of findings based on the study objectives. Finally, Chapter Five discusses the results, draws conclusions, and presents recommendations and suggestions for policy and future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section aims to highlight the idea of employee motivation and performance by offering a conceptual framework, outlining the gaps that the study aims to solve, and grounding the topic in current literature and ideas.

2.2 Empirical Review

An empirical review involves the critical examination and analysis of previous research studies and data-based evidence related to a specific topic. It is important because it helps identify consistent findings, gaps, and methodological strengths or weaknesses in existing studies, thereby guiding current research design and strengthening its theoretical and practical foundation

2.2.1 Mentorship, and performance of Public Servants

Mentoring is the practice of using carefully chosen and trained persons to offer direction, practical advice, and ongoing support to people in order to aid them in their learning and development process (Chand, 2019). Giving them more knowledge, skills, and/or experience is intended to improve their performance at work. The mentor takes a protégé and develops them in line with specific goals that need to be realized in improving their performance. An empirical study in the USA showed that the positive outcomes of mentoring far outweigh the negative dimensions (Ivey & Dupré, 2022). This shows that it affects the productivity of individuals by empowering them with more skills, knowledge and experience.

In relation to that, and in the context of family businesses in Singapore, mentoring provides an effective way of motivating younger members of the family to pick up relevant skills in business practices and build self-confidence in their abilities (Ofobruku, 2015). While this has been shown to be effective in family businesses, there is no conclusive evidence of its efficacy in motivating public servants in the MINA particularly in Kajiado County of Kenya. This study seeks to address this gap.

In South Africa, it was established that good communication between the parties in the mentoring process facilitates ease of learning. It allows for an effective skill and knowledge transfer between employees. Where skills and knowledge acquisition is easy, mentoring in itself becomes pivotal as a non-monetary incentive in improving the performance of the participants (Govender & Bussin, 2020). This study further showed that when the mentor-learner relationship is fluid, organizations are able to smooth orient and accommodate new staff members, ensuring their productive potential is sustained and it leads to accruing of value to the organization in terms of a productive labour force. It is not yet clear of the availability of any research findings that conclusively show how mentoring within MINA has been used to motivate public administrators in Kajiado County.

Mentoring within the public service requires identifying lifelong learners who are employees that are committed to growing as well as improving their skills and knowledge in their respective functions. In many instances the role of mentorship is to orient and help employees develop their skills in a particular area (*Exploring the Mutual Benefits of Mentoring in the Workplace*, 2020). Secondly, mentorship can provide the new public service employees with that impetus to be more productive in their outputs which denotes a higher level of motivation (*Ibid*). Mentorship programs may be used

to improve the knowledge and administrative skills of public service employees in Kajiado County and this study will seek to determine if mentorship program exists and the significant of their association with employee performances.

Scholars opine that mentoring offers a platform for supporting career growth, where it also gives new and inexperienced employees organizational structures for career and psychosocial support through the mentoring process (Pethrick et al., 2017). This allows them to develop self-esteem and actualize their career aspirations within the context of the organization. In Kenya, employees in the private sector have been identified as most amenable to mentoring when professional coaching is included in the process. Furthermore, according to the same study, during coaching, there is need to allocate more resources for that process to be sustainable within an organization in addition to pursuing other knowledge transfer processes available (Mwangi, 2018). In relation to this study, Kajiado County exhibits little evidence of research outputs relating to mentoring of public servants in the MINA and their performance. This gap is the focus that this study seeks to investigate.

2.2.2 Job Enrichment and Performance of Public Servants

Job enrichment is achieved when employees are assigned extra responsibilities that make their work more challenging, interesting and meaningful (Choudhary, 2016). The added responsibilities sharpens employees skills and motivates them. However, caution should be exercised to ensure that the challenge of the job is within the capacity of the employee otherwise they may end up becoming more disenfranchised with the redesigned job if it becomes too difficult to achieve executing the job functions (PSC, 2016). Job enrichment is the “process that is characterized by adding dimensions to existing jobs to make them more motivating” (van Vulpen, 2021). Since it is a product

of job redesigning, it may involve aspects such as adding extra tasks that enlarge the scope and depth of the job, increasing the skill variety needed to execute a given task, making a job autonomous and providing feedback loops amongst many other strategies.

Job enrichment has been shown to cause greater job satisfaction in employees rightly regarded as a non-monetary strategy of increasing employee satisfaction (Mishra et al., 2019; Orpen, 1979). It is about “the vertical expansion of work” in order to exert greater efforts from employees (Marta & Supartha, 2018). The concept of motivation hypothesis signifies that enrichment of a job increases satisfaction and consequently leads to higher motivation and performance by employees. However, care should be exhibited when job intensification is being done since it may lead to job dissatisfaction and adversely affect the performance of employee due to burnout, feeling of overworked and lack of support. Despite that, a study conducted in Canada showed that several forms of enrichment such as continuous improvement programs for employees, establishing cooperative channels, sharing of information, creation of quality circles and teams raise the value of these non-monetary motivation approaches (Mohr & Zoghi, 2006).

In the USA it was determined that job satisfaction increases when job enrichment is achieved but does not necessarily result in higher job satisfaction (Orpen, 1979). In Ethiopia, a study was conducted to examine the issue of job satisfaction and job enrichment. It was concluded that job enrichment need not be done on the basis of complicating a given task, simplifying tasks to specific functions may provide a challenge to employees making it rewarding to them (Deriba et al., 2017). While these studies demonstrate the importance of job enrichment to job performance, contra

arguments leave room to determine if it does apply as such in Kajiado County MINA employees or otherwise.

2.2.3 The Influence of Employee Recognition on their Performance

Employees of all organizations need to have their efforts and achievements recognized. Recognition helps shape the effective behavioural involvement of an employee in the work place (Montani et al., 2020). Studies conducted in Europe show that by recognizing an employee's performance, the organizations can use non-monetary related strategies of motivation to motivate them to achieve greater results and increase their engagement with their job leading to greater job satisfaction (Schrita & Hammoud, 2017). Employee recognition has been demonstrated to have higher impacts in motivating them unlike in situations where their efforts are not recognised (Hussain et al., 2019)

Recognition therefore is the process by which an employee's performance is noted and appreciated by the employer. Recognition can be formal, informal or day-to-day recognition. Formal recognition may involve the issuance of certificates for exemplary service, or duration of employment, or being formally awarded for achieving a certain feat. Informal recognition is based on informal criteria under which the manager interaction and engagement are at the employee level, while day-to-day recognitions is even more informal (*Best Practices for Developing an Employee Recognition Program*, 2020).

Recognition of employees makes them feel worthy and valued for their contribution in meeting organizational goals. Employee recognition is an effective leadership and motivational tool for reinforcing productive behaviours in employees in their work

environments (Muchai & Mwangi, 2014). Many employees of non-governmental organizations have reported that they valued being recognized for their work well done which greatly motivates them to greater determination (Luthans, 2000), and becomes a very essential reward system without any monetary implications.

A study conducted at Kenyatta University showed that employee performance had a significant relationship with rewards and recognition schemes that are used by the university to reward performing workers (Ndungu, 2017). This implies that instituting such a scheme and ensuring it is operational provides employees with a sense of fulfilment that encourages them to engage with their work more. It should be noted that research has showed that in Kenya, high levels of education lead to more committed workforce which is also partially mediated by organizational commitment that may result, in part, from higher engagement levels in employees in state corporations. This kind of investigation is justified if undertaken on public service employees particularly those working for the Ministry of Interior and National Administration. So far, there is little information on how recognition and rewards schemes motivate the public administrators from county commissioners cascading downwards to the chiefs and sub-chiefs, that is, if such a scheme is available for them.

2.2.4 Career Progression and Employee Performance

Career progression is the advancing and development of individual in their career to higher levels. According to the online Cambridge dictionary, career progression is a process of making advancements to better jobs in one's career path (*Career Progression*, 2020). This entails an element of upward mobility where an employee gets to be given more powers, roles, challenges, responsibilities and also being in tandem with incremental rewards such pay rise and increase in allowances amongst

other factors. Organizations need to have career progression frameworks for their employees based on meritocracy which will result in having a motivated staff. However, within the public service, it has been argued that the opportunities for career progression in Kenya are highly limited (Ministry of Health, 2014). This has been documented by many employees in the public sector, career progression was out of their control, and no matter how hard they worked and performed on their jobs, there are externalities that limit their chances of progression. Accordingly, the main factors that seem to hinder career progression are centred on the apparent lack of, and to, developmental assignments and restrictions in areas of competitions.

In the Kenyan public service, recruitment and upward mobility of staff is dependent on the grading structure which has over the years been elongated, resulting in challenges to career progression within the civil service (Ministry of Health, 2014). This means that there has been limited upward mobility of staff and staff career progression, employee retention and succession plan and management may be jeopardized due to this constraint. In 2018, the PSC initiated a career management framework which encompasses different strategies, tools, processes and technologies that provide a basis for talent development, agility and mobility (PSC, 2018). The issue now is to determine how these approaches lead to motivation that results in higher performance by employees of the public service commission who work in the MINA. As earlier noted, it creates opportunities for employees to develop their skills, talents, competencies and other abilities in their careers which ensure that the PSC has a flow of talent it requires and satisfy its own aspirations and the Kenyan citizenry at large. This is further supported in an Indonesian study where it was found out that career progression had a positive impact on motivation and affective commitment (Napitupulu et al., 2017). These findings, conducted using civil servants as respondents, shows that even in

Kenya, the chances of career progression impacting positively on civil servants' motivation cannot be downplayed in providing organizational support and using promotions to increase affective commitment using a performance-based rewards and sanctioning scheme.

While this is a fairly recent initiative, the effect of this career management program needs to be evaluated on the basis of how it impacts on the career development of civil service employees. This will lead to a better understanding on how it affects staff morale and ensure job stagnation is either minimized or eliminated within the civil service. This study is a response to this challenge and seeks to determine the relationship between career progression and performance of civil servants working in the interior Ministry.

2.3 Theoretical Framework

The following theories will guide this study, Social Learning Theory, Herzberg's Two-Factor Theory, Expectancy Theory and Equity Theory. These theories expound on the study variables as follows;

2.3.1 Social Learning Theory

Social Learning Theory, developed by Bandura (1977), posits that individuals acquire new behaviors, attitudes, and skills through observation, imitation, and modeling within a social context rather than solely through direct experience. According to Bandura (1977), learning occurs when individuals observe others whom they regard as role models, making mentorship a practical avenue for behavioral development in organizational settings. Employees learn by observing and emulating the behaviors and competencies demonstrated by their mentors, a process that proves particularly valuable in professional environments.

Within the Ministry of Interior and National Administration (MINA) in Kajiado County, mentorship enables junior officers to develop effective work habits, leadership skills, and ethical standards by observing experienced administrators. When mentors demonstrate professionalism, efficiency, and commitment, mentees are likely to internalize these attributes, which subsequently enhances their job performance. Bandura (1977) further emphasized that reinforcement and feedback play crucial roles in maintaining learned behaviors, suggesting that consistent recognition and guidance from mentors sustain motivation and commitment among employees.

The theory's primary strength lies in its applicability to real-world learning environments where observation and reinforcement are central to behavioral change. However, the theory has been critiqued for assuming that all individuals possess equal capacity to learn through observation while disregarding contextual and individual differences (Grusec, 2020). Recent empirical evidence supports the theory's validity in public sector contexts. Muriithi and Kinyua (2023) demonstrated that structured mentorship programs within Kenya's public service improved task efficiency by 34%, validating the premise that observation-based learning enhances employee competence and motivation.

2.3.2 Herzberg's Two-Factor Theory

Herzberg (1959) introduced the Two-Factor Theory of Motivation, which distinguishes between hygiene factors that prevent dissatisfaction and motivators that promote satisfaction and enhance performance. Central to this theory is the concept of job enrichment, a motivator that entails expanding an employee's role to include more responsibility, autonomy, and opportunities for personal growth. Herzberg (1959) argued that enhancing intrinsic elements of work, such as achievement, recognition,

and advancement, leads to sustained motivation and improved performance rather than relying solely on extrinsic rewards.

Within MINA, job enrichment initiatives such as assigning decision-making authority or diversifying roles can empower employees to take ownership of their tasks, thereby increasing efficiency and job satisfaction. The theory proposes that financial rewards and job security alone do not guarantee long-term motivation; instead, designing meaningful and challenging work that fosters personal growth enhances engagement and productivity (Raziq & Maulabakhsh, 2019). This approach aligns with non-monetary incentive frameworks by promoting psychological satisfaction without necessarily increasing financial expenditure.

The strength of Herzberg's theory lies in its practical relevance to job design and its focus on intrinsic motivation as a driver of performance. However, critics have noted that the theory assumes all employees are driven by the same motivators, thereby neglecting cultural and individual differences that influence motivation (Alshmemri et al., 2017). Empirical research by Maina and Okech (2022) reinforces Herzberg's assertions, finding that job enrichment programs in Kenya's Ministry of Lands increased performance ratings by 28%, demonstrating that intrinsic motivators significantly enhance productivity in public sector organizations.

2.3.3 Expectancy Theory

Vroom (1964) developed Expectancy Theory, which postulates that an individual's motivation to act in a particular manner depends on the expected outcomes of their effort and the value they attach to those outcomes. The theory is anchored on three key components: expectancy (the belief that effort leads to performance), instrumentality

(the belief that performance leads to rewards), and valence (the desirability of rewards) (Vroom, 1964). This framework provides a comprehensive explanation of the cognitive processes underlying motivational decisions.

In the context of MINA, employees are more likely to perform effectively when they believe that their efforts will result in career advancement opportunities such as promotions, professional development, or leadership responsibilities. Vroom's (1964) model implies that when public servants perceive that performance is fairly linked to career growth, they display higher commitment and job satisfaction. This perception strengthens their motivation to engage in productive behaviors that benefit both individual and organizational outcomes.

The theory's primary strength lies in its comprehensive explanation of the cognitive processes behind motivation, offering a rational framework for predicting how individuals decide to exert effort based on perceived benefits. However, a key limitation is its assumption that individuals always make rational decisions, thereby ignoring the influence of emotional and social factors on motivational choices (Parijat & Bagga, 2019). Recent studies affirm this theoretical relationship in public sector contexts. Ochieng and Nyabuto (2021) found that civil servants who perceived clear career progression paths exhibited 32% higher performance levels than those who did not, confirming Vroom's theoretical propositions regarding the link between expectancy and performance outcomes.

2.3.4 Equity Theory

Adams (1963) developed Equity Theory of Motivation, which emphasizes that employees assess fairness by comparing their input–output ratio with that of others within the organization. According to Adams (1963), when employees perceive equity

in recognition and rewards, they remain motivated; conversely, perceived inequity leads to dissatisfaction and reduced performance. This principle proves particularly relevant in organizational contexts where fairness perceptions significantly influence employee behavior and commitment.

In MINA, recognition through awards, commendations, and public appreciation serves as a critical non-monetary incentive that communicates fairness and value to employees. When employees perceive that their contributions are acknowledged in proportion to their effort, they develop stronger organizational commitment and work engagement (Adams, 1963). Fair recognition systems help sustain employee morale and reduce turnover rates, which are crucial outcomes for public sector organizations with limited resources for financial incentives.

The theory suggests that organizations should ensure transparency and consistency in recognition practices to prevent perceptions of bias or favoritism (Walster et al., 2020). This recommendation proves particularly relevant to the public sector, where financial rewards are often fixed and non-monetary recognition acts as a vital motivational substitute. The strength of Equity Theory lies in its focus on fairness as a psychological driver of motivation, which proves crucial in public institutions where standardized pay scales limit financial incentive options. However, the theory has been critiqued for assuming universal perceptions of fairness while neglecting cultural influences on equity judgments (Cropanzano et al., 2023).

Empirical evidence supports the theory's applicability in Kenyan public sector contexts. Njoroge and Kihoro (2024) revealed that fair and transparent recognition practices in Kenya's public sector increased employee productivity by 31%, supporting Adams's

theoretical claims regarding the motivational power of perceived equity in organizational reward systems.

2.4 Summary of Literature and Research Gaps

The review of available literature suggests that the issue of employee’s motivation is a widely researched topic and continues to capture the attention of different scholars and researchers. This review theoretically grounds this study to existing body of knowledge and the theoretical underpinnings helped identify gaps. Notable is the fact that very few studies have examined the role of non-monetary incentives as motivators for public service employees working in the ministry of interior and national Administration. The study identified issues of job progression, mentoring, job enrichment and recognition as key non-financial strategies that can be used to motivate the ministry’s employees. However, how these strategies are applied, and the resultant effect on employee motivation and performance in the Ministry of Interior has not been well documented. This study identified the issues of mentorship, job enrichment, career progression and mentorship as areas that need to be studied and the gap in knowledge documented for the benefit of improving scholarly knowledge, government employees particularly those in the public administrative functions and improve service delivery to the residents of Kajiado County.

The gaps identified are tabulated below:

Table 1:

Summary of Literature Reviewed and Gaps Identified

AUTHOR	STUDY FOCUS	FINDINGS	GAPS

Thiong'o N. (2013)	Employee motivation In public sector. (TSC CASE)	Work safety and job security are the greatest motivational needs among TSC employees.	Recommends further research on other public sector organizations in Kenya
Kuria J. (2013)	Impact of motivation on employee performance (NSSF CASE)	Motivation affects performance. Strong link exists between job satisfaction and performance	Research to be conducted in other institutions
Habarurema A.	Effects of motivational system on productivity of employees in private universities	Employees productivity was found to be dependent on motivational system Rewards were not awarded according to individual performance. Money was not the only tool of motivation.	Designing of reward systems based on performance. Venturing on non-monetary tools of motivation instead of relying on money only.
Wambua N. (2007)	Motivational factors affecting employee's performance (a case of private valuers in Nairobi,	Salaries given were not enough to meet their needs Advocates for better working conditions, security of tenure	Further research on Non-monetary rewards. Explore more on other tools for measuring performance such as
Gichini M. (2015)	Assessment of performance evaluation tools and performance agreements in Kenya	PC inadequate to rate the ministries on the overall best in performance	BSC, value score card (PVS) and leadership effectiveness index (LEI) to improve public service delivery.
LaMorte W. (2019)	Reviewing Social Cognitive Theory	The social cognitive theory also lays emphasis on sustaining and maintaining a particular behaviour after it has been acquired.	This aspect captures the need for organizations to continuously motivate their employees in order to sustain higher productivity
7. Ofobruku S. (2015)	The process of mentoring	Mentoring does not occur in isolation, and learning can be through copying others.	There is need to determine further how the process of mentoring takes place in different organizations.
8. Adom et al. (2020)	Effects of non-monetary incentives on	Good working conditions and job security key in	The study did not involve issues of social welfare, fringe

	employee performance: a case of selected banks in Sunyani Municipality	motivating employees to work harder, goal setting, staff recognition, achievement, and job enrichment were factors that also had great impact on employee motivation,	benefits and other non-monetary factors like time off and paid leave for employees.
Foya et al. (2020)	An evaluation of the use of non-monetary incentives as a means of motivation. A case of Zimbabwe Revenue Authority (ZIMRA) Harare	Strong relationship exists between non-monetary incentives and motivation which leads to higher performance and productivity among employees.	Further research on how work-life balance and control of work motivate employees
Govender & Bussin (2020)	The purpose of the study was to establish the relationship between performance management and employee engagement.	The study findings indicate the existence of a significant relationship between the level of employee indulgence with their work and the enhancing of the employee performance.	Need to determine how organisations engage with employees and manage performance to ensure it is a beneficial exercise that adds value to all stakeholders.
Liu & Liu (2022)	The Impact of Incentives on Job Performance, Business Cycle, and Population Health in Emerging Economies	Transformational leadership was determined to have a significant impact on the job performance and business cycle, whereas monetary incentives also impact job performance	Need to examine the role of leadership on decision making on policy matters related to widening the scope of non-monetary incentives used by organizations in motivating employees to better their performance
Luchivisi, Egessa & Muchilwa (2021)	To investigate the relationship between non-monetary rewards and organizational performance of Kakamega County.	Recognition of staff productivity, and input to the completion of tasks had a major impact on the organizational and governance performance of Kakamega County employees.	Need to explore how recognition leads to better performance in other government department and agencies in Kenya.

2.5 Conceptual Framework

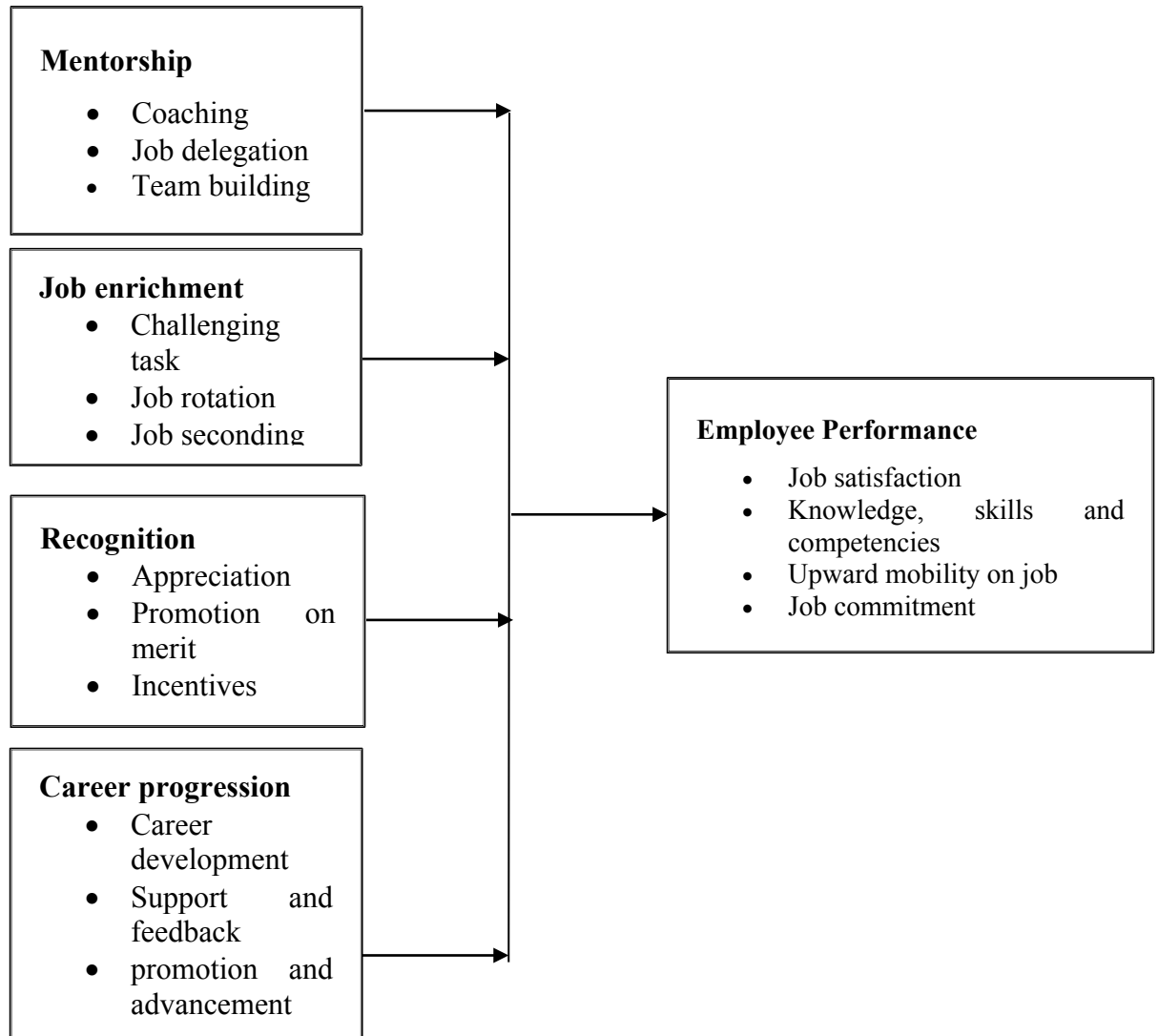
The independent variables in this study are the intrinsic motivators; specifically, they are mentorship, job enrichment, career progression and recognition. These constitute the non-monetary incentives that are used to motivate public service employees in Kenya. The study will look at how an individual's set of learned experiences make him/her identify with these incentives and how they respond to them in regard to motivation. The conceptual diagram is given as follows;

Figure 1

Conceptual Framework

Independent Variables

Dependent Variable



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

The study design, sample population characteristics and sampling techniques, research instruments, data collection methods, and the analysis and discussion of the results are all presented in this part. There is an explanation and presentation of ethical considerations.

3.2 Research Design

The study employed a descriptive explanatory research design. This design was deemed appropriate for several reasons aligned with the nature of the study. First, descriptive research designs are well-suited for describing the characteristics of a population or phenomenon at a specific point in time (Allen, 2017; Setia, 2016). Given that the study sought to examine non-monetary incentives and their relationship with employee performance among MINA staff in Kajiado County, this design enabled the systematic description of variables relating to non-financial incentives among public service workers.

Second, the explanatory component of the design was justified by the study's objective to not only describe but also establish relationships between independent variables (mentorship, job enrichment, career progression, and recognition) and the dependent variable (employee performance). This dual approach allowed the researcher to present a comprehensive picture of both the prevalence of non-monetary incentives and their associations with performance outcomes. The cross-sectional nature of the design was

particularly suitable given the time and resource constraints typical of academic research, while still providing valuable insights into the phenomenon under investigation at the specific point of data collection.

3.3 Target Population

The population that was targeted are the MICNG employees who are referred to as National Government Administrative Officers (NGAO) stationed in Kajiado county. The inclusion criteria are the ministry employees who work as public administrators such as County Commissioners, Assistant county commissioners, Chiefs, Deputy County Commissioners, and Sub-Chiefs. Other employees of the public service who did not meet this criterion were excluded from the study.

3.4 Sampling Design and Sample Size Determination

The sample size was determined based on the proposition of Singh and Masuku (2014) and Israel (1992), who provide scholarly guidance on sample size calculation methods. Singh and Masuku (2014) note that sample size determination can be achieved using various strategies, including applying appropriate formulae or utilizing published sample size determination tables. The study adopted Glen Israel's (1992) sample size determination table, which was developed by applying Cochran's formula, as referenced in Israel's work titled "Determining Sample Size" published by the University of Florida Cooperative Extension Service.

According to records obtained from the County Commissioner's Office in Kajiado County in 2023, the county had a population of 343 public administrators working within MINA. The population comprised 1 County Commissioner, 8 Deputy County

Commissioners, 32 Assistant County Commissioners, 98 Chiefs, and 205 Sub-Chiefs working as National Government Administrative Officers (NGAO).

According to Israel's (1992) sample size determination table, a population frame of 343 respondents requires a sample size of 222 respondents to achieve a 95% confidence level with a $\pm 5\%$ precision level. The initial sampling strategy was stratified random sampling to ensure proportional representation across all designation categories. However, during fieldwork, logistical challenges emerged, including difficulties in accessing respondents across different geographical locations within the stipulated timeframe and coordination issues with some administrative units. Consequently, the researcher adapted the sampling approach to simple random sampling, which proved more practical under the field conditions.

A total of 191 respondents were successfully recruited, representing approximately 86% of the target sample of 222 respondents. While this represented a shortfall from the recommended sample size, the response rate remained within acceptable limits for social science research and was deemed sufficient for meaningful statistical analysis.

Table 2

Study Population Frame and Sample Size

Designation	Total Population
County commissioner	1
Deputy county commissioners	8
Assistant county commissioners	32
Assistant Chiefs	205
Chiefs	98
Total	343

According to the sample size determination table proposed by Glen Israel, from a population frame of 343 respondents will require a sample size of 222 respondents to get a confidence level of 95% (Israel, 1992). However, while in the field during the

data collection process, the stratified random sampling was opted out in favour of the simple random sampling due to logistical issues that were unforeseen in the pilot study. A total of 191 respondents were recruited which was a yield rate of approximately 86% against the recommended 222 as per Glenn Israel’s sample size determination table.

The sample size for each designation based on the sample of 222 employees was as shown in Table 2 below

Table 3

Sample Distribution Matrix

Designation	Total Population	Percentage (%)	Sample Size Calculation	Sample Size
County Commissioner	1	0.29%	222×0.0029	1
Deputy County Commissioners	8	2.33%	222×0.0233	5
Assistant County Commissioners	32	9.34%	222×0.0934	21
Chiefs	98	28.62%	222×0.2862	64
Sub-Chiefs	205	59.41%	222×0.5941	131
Total	343	100%		222

3.5 Data Collection Instruments

The study utilized self-administered questionnaires as the primary data collection instrument. This choice was justified by the high literacy levels of the target population, comprising educated public administrators who could easily comprehend and complete questionnaires independently. The questionnaires consisted predominantly of closed-ended questions designed using a Likert scale format to measure respondents'

perceptions and experiences regarding non-monetary incentives and employee performance.

The closed-ended questions were structured as multiple-choice items that allowed respondents to select from predetermined response options, facilitating easier quantification and statistical analysis of the data (Elazia, 2019). Additionally, the questionnaire included limited structured questions that required brief explanations or short responses to capture nuanced information that might not be adequately addressed through multiple-choice options alone. This mixed approach within the predominantly closed-ended format provided a balance between obtaining standardized, quantifiable data and allowing for some contextual elaboration where necessary.

3.6 Pilot Study

The researcher conducted a pilot study in the neighbouring Nairobi County to ascertain the effectiveness of the data collection instruments and feasibility of undertaking the study. This was achieved using 10% of the sample size (10% x 222), 22 respondents. This guided and informed the researcher in undertaking the full-scale study in an effective manner (In, 2017). Secondly, it enabled the researcher to get a better overview of the extent of logistics and resources that was required to conduct the full scale study successfully (Malmqvist et al., 2019)

3.7 Reliability and Validity of Research Instruments

3.7.1 Reliability of Research Instruments

The reliability of the data collection tool was tested using the test-re-test analysis in order to ascertain that the instrument measured what it was intended to measure (Elazia,

2019; Phelan & Wren, 2002). This was done in a pilot study where the Test-Re-test was conducted to see if the questionnaire measured the same variables consistently over a period of time and space (Cohen et al., 2007), within a 21 day period interval (Elazia, 2019; Phelan & Wren, 2002). 10 employees at the County headquarters were selected at random to respond to the questionnaire in the pilot study. The responses from the two sessions were compared using Pearson's correlation coefficient. The reliability measure concluded that the instrument was appropriate because a score of 0.76 was obtained from the Pearson correlation coefficient reading which is above the recommended threshold of 0.7 (Bardhoshi & Erford, 2017). According to Mugenda and Mugenda (2003) reliability can be construed to be a measurement of consistency of results yielded by research instruments.

3.7.2 Validity of Research Instruments

According to Elazia (2019), validity is the dependability of the statistical inferences derived from data analysis in research to support generalization (Elazia, 2019; Trochim, 2006). It depicts true representation of a study phenomenon (Elazia, 2019). Content validity was guaranteed through the use of experts who were the approved university research supervisors guiding the researcher in conducting the study.

Cooper and Schindler (2003) define validity as the degree to which the research instruments measure what it was intended to measure. An instrument that has external validity is able to allow the research findings to be generalized over time, space and subjects and still get the same results. Internal validity measures what is purposed to measure. Data was collected from reliable secondary sources and from staff working in MINA. Expert opinion was sort from research supervisors on the validity and reliability of the research instruments. In the pilot phase, the tools were tested to check how its

constructs and semantics led to appropriate data collection by experts. Based on their qualified opinions, changes were made to the questionnaire before administering it in the full-scale study.

3.8 Data Collection Procedures

The data was collected over a two weeks period. The researcher sought research authorization from Kenyatta University Ethics and Review Board, NACOSTI and Kajiado County Commissioner before commencing with the research. Permission was sought from Deputy County commissioners to interview public administrators working in the Ministry of Interior and National Administration in the county and sub-counties respectively.

Once the relevant authorizations had been secured, the researcher introduced herself to the targeted employees of the MINA and explained the intentions and objectives of her study to them. After this had been done the researcher proceeded to issue questionnaires to the respondents who had agreed to participate for self-administration. Exceptions were made to collect the filled-up questionnaires at a later date if situations compelled the respondents. The questionnaires were edited and coded in the field.

3.9 Data Analysis

The study focused primarily on examining relationships and associations between variables. Both descriptive and inferential statistics were computed to address the research objectives. Descriptive statistics, including means, frequencies, and percentages, were calculated to summarize and present the characteristics of the sample and variable distributions.

Data coding, storage, and analysis were conducted using the Statistical Package for Social Sciences (SPSS version 25) software. Simple ranking and ordering procedures were applied for non-parametric data, while thematic data was analyzed through contextual analysis. The results of the analysis were presented systematically using tables for clarity and ease of interpretation.

Pearson Correlation analysis was employed to examine the correlations between the independent variables (mentorship, job enrichment, career progression, and recognition) and the dependent variable (employee performance) as outlined in the four research objectives. Significant associations were identified using a p-value threshold of <0.05. Additionally, multiple regression analysis was conducted to determine the combined and individual relationships between the independent variables and the dependent variable. The regression results were presented in tabular format. The multiple regression model was formulated as follows:

$$Y = \beta\alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y = Dependent variable (Performance of public service employees)

$\beta\alpha$ = Constant (intercept)

β = Coefficients (regression coefficients)

X_1 = Mentorship

X_2 = Job Enrichment

X_3 = Career Progression

X_4 = Recognition

ε = Error term

3.10 Ethical Considerations

The study adhered to established ethical principles to ensure the rights and welfare of respondents were protected throughout the research process. The researcher provided full disclosure of the study's intent and objectives to all potential participants, avoiding any misrepresentation that could influence their decision to participate. Informed consent was obtained from all study participants, ensuring they received comprehensive information about the study, including its purpose, procedures, potential risks and benefits, and their right to withdraw at any time, prior to their involvement (Nijhawan, Janodia, Muddukrishna, Bhat, Bairy, Udupa, & Musmade, 2013).

Privacy and confidentiality of study participants were rigorously safeguarded throughout the research. The identity of participants remained anonymous, with questionnaires designed to be devoid of any identifiers or markers that could reveal respondent identities to third parties. Confidentiality and anonymity, which are fundamental ethical concerns in social sciences research, were maintained by separating personal information from the analytical data (Allen, 2017).

Following data collection, all personal information that could potentially compromise confidentiality and privacy was removed before data coding and analysis in SPSS software (version 25). All data was securely stored with access limited to the researcher and research supervisors. The obligations owed to respondents were fully honored during the conduct of the study and will continue to be respected in any subsequent use or publication of the research findings.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis, interpretation, and discussion of data collected from respondents. It highlights how non-monetary incentives mentorship, job enrichment, career progression, and recognition influence employee performance in the Ministry of Interior and National Administration, Kajiado County, using descriptive and inferential statistical analyses.

4.2 Response Rate

In survey research, response rates are crucial as they demonstrate the extent of participation and reliability of findings. Table 4 provides an overview of response rates across different designations within the Ministry of Interior and National Administration in Kajiado County. This data highlights the effectiveness of data collection efforts, offering a clear measure of participant engagement across various ranks within the ministry.

Table 4

Response Rate

Designation	Sample Size	Actual	Response Rate
County Commissioner	1	1	100%
Deputy County Commissioners	5	4	80%
Assistant County Commissioners	21	18	86%
Chiefs	64	55	86%
Sub-Chiefs	131	99	76%
Total	222	177	85%

Source: Research (2025)

A high response rate like this enhances the representativeness of the findings, reducing the likelihood of non-response bias and strengthening the study's validity. Specifically, response rates across designations ranged from 76% for Sub-Chiefs to 100% for the County Commissioner, indicating broad engagement at various levels of hierarchy within the ministry. The overall response rate for this survey stands at 85%, which is well above the recommended 75% threshold for survey research (Fincham, 2008).

This response rate suggests a high level of commitment among ministry employees to participate in research activities that aim to improve their work environment and performance. High engagement rates, especially in key leadership roles, help ensure that the findings reflect the perspectives and realities across different ranks. An 85% response rate provides a strong basis for analysis, offering confidence in the reliability and accuracy of the data collected for this study (Fincham, 2008).

4.3 Demographic Characteristics

The demographic characteristics section provides essential context for the study by analysing the profiles of the respondents who participated in the survey. Understanding the gender distribution, length of service within the Ministry, and education levels of the respondents is crucial for interpreting the subsequent findings related to employee performance and the effectiveness of various incentives. This analysis not only highlights the diversity within the workforce but also offers insights into how these demographic factors may influence employee perceptions of mentorship, job enrichment, career progression, and recognition within the public service sector.

4.3.1 Gender Distribution of the Respondents

Table 5 presents the gender distribution of employees within the Ministry of Interior and National Administration in Kajiado County, offering insights into gender representation among staff. The data shows the overall frequency and percentage of male and female employees, indicating the gender balance within this ministry's workforce in this region.

Table 5

Gender of the Respondents

Gender	Frequency	Percentage
Male	69	39.0
Female	108	61.0
Total	177	100.0

Source: Research (2025)

In the context of gender balance, female employees represent a higher percentage (61.0%) compared to male employees (39.0%), highlighting a female-majority workforce. This gender distribution suggests that the Ministry might be promoting gender inclusivity, which could positively impact team dynamics and foster a balanced work environment. Ensuring such gender representation helps minimize gender bias in administrative duties and enhances equity within the workplace.

4.3.2 Length of Service within the Ministry

Table 6 displays the tenure of Ministry employees in Kajiado County, reflecting their years of service within the organization. This data helps to assess the experience level and potential influence of tenure on job performance and employee dynamics.

Table 6*Length of Service within the Ministry*

Length of Service	Frequency	Percentage
Below 3 years	22	15.5
3 years	27	19.0
Between 3 and 6 years	36	25.4
Between 6 and 10 years	39	27.5
More than 10 years	18	12.7
Total	142	100.0

Source: Research (2025)

The table shows that most employees have served between 6 to 10 years (27.5%) and 3 to 6 years (25.4%), which suggests a substantial retention rate. This longevity within roles may contribute to expertise and stability in operations, reducing turnover-related biases and promoting continuity in policy implementation.

4.3.3 Education Level of Respondents

Table 7 illustrates the educational qualifications of employees, highlighting the proportion of staff with various academic achievements. This data is instrumental in understanding the overall competency and skill level within the Ministry's workforce in Kajiado County.

Table 7*Education Level of Respondents*

Education Level	Frequency	Percentage
Diploma	116	79.45
Undergraduate	24	16.44
Masters	6	4.11
Ph.D.	0	0
Total	142	100.0

Source: Research (2025)

The majority of respondents hold diplomas (79.45%), followed by those with undergraduate degrees (16.44%). High educational attainment within the ministry may

lead to enhanced job performance and a more knowledgeable workforce, reducing potential biases due to educational disparities. The distribution also reflects an environment that values qualifications, which can improve job satisfaction and employee retention.

4.4 Descriptive Statistics

4.4.1 Descriptive Statistics for Mentorship

The study sought to examine the association between mentorship as an incentive and performance of public service employees in Kajiado County. The findings are as discussed in Table 8.

Table 8:

Descriptive Statistics for Mentorship

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
I receive regular one-on-one coaching sessions with my mentor	0 (0.0%)	17 (9.6%)	34 (19.2%)	86 (48.6%)	40 (22.6%)	3.84	0.884
My mentor provides adequate support when I am handling delegated tasks.	5 (2.8%)	6 (3.4%)	21 (11.9%)	92 (52.0%)	53 (29.9%)	4.03	0.901
My mentor encourages collaborative projects within our team.	1 (0.6%)	3 (1.7%)	12 (6.8%)	83 (46.9%)	78 (44.1%)	4.32	0.726
I receive constructive feedback from my mentor that helps me improve	0 (0.0%)	6 (3.4%)	12 (6.8%)	90 (50.8%)	69 (39.0%)	4.25	0.729
My mentor delegates meaningful tasks that challenge me.	11 (6.2%)	16 (9.0%)	30 (16.9%)	79 (44.6%)	41 (23.2%)	3.69	1.112
My mentor provides clear guidance on how to improve my skills.	15 (8.5%)	4 (2.3%)	50 (28.2%)	59 (33.3%)	49 (27.7%)	3.69	1.152
Aggregate Mean Score						3.97	0.917
Valid N (listwise)			177				

Source: Research (2025)

The results in Table 8 reveal that mentorship practices received an aggregate mean score of 3.97 (SD = 0.917), indicating generally positive perceptions of mentorship among public service employees in Kajiado County. The statement "My mentor encourages collaborative projects within our team" recorded the highest mean score of 4.32 (SD = 0.726), suggesting that mentors effectively promote teamwork and collaboration. This aligns with Chilgong, Karanja, and Muturi's (2021) study on public sector engagement, which emphasized mentorship's role in fostering workplace cohesion vital for operational effectiveness.

Adequate support when handling delegated tasks received a mean score of 4.03 (SD = 0.901), demonstrating that mentoring significantly facilitates task mastery and confidence. This finding is supported by Mwangi (2018), who emphasized the importance of effective mentorship in helping employees tackle complex tasks. Similarly, receiving constructive feedback achieved a mean score of 4.25 (SD = 0.729), consistent with Ndungu (2017), who found that timely feedback enhances employees' motivation and performance expectations.

Regular one-on-one coaching sessions recorded a mean score of 3.84 (SD = 0.884), reflecting that structured, personalized mentorship is well-received. This aligns with Wambua (2007), who noted that regular mentorship improves work satisfaction and competence among public service employees. However, two areas showed relatively lower mean scores: delegation of meaningful challenging tasks (M = 3.69, SD = 1.112) and provision of clear guidance for skill improvement (M = 3.69, SD = 1.152). The higher standard deviations suggest variability in experiences, possibly due to differences in task complexity across ranks. Okafor (2014) found that inconsistent

guidance may affect employees' perceptions of mentorship effectiveness, suggesting that more structured approaches could enhance outcomes.

4.4.2 Descriptive Statistics for Job Enrichment

The study investigated the association between job enrichment as an incentive and performance of public service employees in Kajiado County. The outcomes are displayed in Table 9 below.

Table 9:

Descriptive Statistics for Job Enrichment

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
I have opportunities to rotate through different roles within the organization.	1 (0.6%)	22 (12.4%)	38 (21.5%)	73 (41.2%)	43 (24.3%)	3.76	0.977
Job rotation helps me acquire new skills and knowledge.	2 (1.1%)	11 (6.2%)	51 (28.8%)	78 (44.1%)	35 (19.8%)	3.75	0.882
I have the chance to work in different departments through job seconding.	8 (4.5%)	12 (6.8%)	39 (22.0%)	76 (42.9%)	42 (23.7%)	3.75	1.038
My experience with job seconding has enhanced my overall job satisfaction.	6 (3.4%)	22 (12.4%)	29 (16.4%)	78 (44.1%)	42 (23.7%)	3.72	1.064
I feel that taking on challenging tasks contributes to my professional growth.	4 (2.3%)	18 (10.2%)	39 (22.0%)	86 (48.6%)	30 (16.9%)	3.68	0.949
I receive adequate support and resources when working on challenging tasks.	9 (5.1%)	24 (13.6%)	51 (28.8%)	55 (31.1%)	38 (21.5%)	3.50	1.124
Aggregate Mean Score						3.69	1.006
Valid N (listwise)			177				

Source: Research (2025)

The results in Table 9 show that job enrichment practices achieved an aggregate mean score of 3.69 (SD = 1.006), indicating moderate to positive perceptions among

employees. Opportunities to rotate through different roles recorded the highest mean score of 3.76 (SD = 0.977), suggesting that employees find job rotation beneficial. This finding aligns with Chilgong, Karanja, and Muturi's (2021) study, which observed that job rotation enhances adaptability and motivates public sector employees by exposing them to diverse skills and responsibilities.

Job rotation's contribution to skill acquisition received a mean score of 3.75 (SD = 0.882), demonstrating employees' recognition of its value for professional development. This view is consistent with Mwangi (2018), who emphasized that skill acquisition through job enrichment boosts employees' competence and professional growth. Similarly, opportunities for job seconding achieved a mean score of 3.75 (SD = 1.038), with the higher standard deviation suggesting variability in exposure across departments. Ndungu (2017) found comparable results, showing that job seconding builds cross-functional skills and improves adaptability.

Job seconding's impact on job satisfaction recorded a mean score of 3.72 (SD = 1.064), supporting Luchivisi, Egessa, and Muchilwa's (2021) research, which noted that experiencing new roles increases motivation and engagement. Challenging tasks' contribution to professional growth achieved a mean score of 3.68 (SD = 0.949), aligning with Ndikumana et al. (2019), who found that challenging assignments promote professional growth and continuous improvement among public sector employees.

The lowest mean score was recorded for receiving adequate support and resources when handling challenging tasks (M = 3.50, SD = 1.124), with the higher standard deviation indicating greater variability in experiences across departments. This finding aligns with Okafor (2014), who highlighted that inconsistent access to resources impacts job

performance, underscoring the need for consistent support to maximize job enrichment benefits.

4.4.3 Descriptive Statistics for Career Advancement Opportunities

The study sought to determine the relationship between career progression and performance of public service employees within the Ministry of Interior and Coordination of National Government. The outcomes are shown in Table 10.

Table 10:

Descriptive Statistics for Career Advancement Opportunities

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
My manager provides guidance on how to advance in my career.	3 (1.7%)	10 (5.6%)	40 (22.6%)	58 (32.8%)	66 (37.3%)	3.98	0.991
The organization offers training and development programs that help me advance.	6 (3.4%)	2 (1.1%)	25 (14.1%)	84 (47.5%)	60 (33.9%)	4.07	0.911
There are sufficient opportunities for advancement within the organization.	4 (2.3%)	19 (10.7%)	13 (7.3%)	48 (27.1%)	93 (52.5%)	4.17	1.100
I am aware of the criteria used to determine promotions within the company.	3 (1.7%)	13 (7.3%)	26 (14.7%)	54 (30.5%)	81 (45.8%)	4.11	1.022
I feel supported by the organization in achieving my career goals.	7 (4.0%)	5 (2.8%)	40 (22.6%)	55 (31.1%)	70 (39.5%)	3.99	1.047
I receive regular feedback on my performance that helps me improve and progress.	5 (2.8%)	9 (5.1%)	35 (19.8%)	66 (37.3%)	62 (35.0%)	3.97	1.005
Aggregate Mean Score						4.05	1.013
Valid N (listwise)			177				

Source: Research (2025)

The results in Table 10 reveal that career advancement opportunities received an aggregate mean score of 4.05 (SD = 1.013), indicating strong positive perceptions

among employees. The availability of sufficient advancement opportunities recorded the highest mean score of 4.17 (SD = 1.100), though the higher standard deviation suggests some variability, possibly due to differing perceptions across ranks. This finding supports Luchivisi, Egessa, and Muchilwa (2021), who found that clear advancement opportunities serve as a major motivator for enhanced job performance in Kenyan public institutions.

Awareness of promotion criteria achieved a mean score of 4.11 (SD = 1.022), reflecting generally positive perceptions. This finding is consistent with Wambua (2007), who reported that transparent promotion criteria are key to employee satisfaction and motivation, as they foster fairness and predictability. Similarly, the organization's training and development programs received a mean score of 4.07 (SD = 0.911), demonstrating strong agreement that such programs aid career advancement. This aligns with Mwangi (2018), who emphasized that targeted training opportunities increase employee competence and motivation, ultimately driving improved performance.

Organizational support for career goals achieved a mean score of 3.99 (SD = 1.047), supporting Okafor's (2014) findings on the importance of organizational support in fostering career growth and job satisfaction. Managerial guidance for career advancement recorded a mean score of 3.98 (SD = 0.991), aligning with Ndungu (2017), who noted that managerial guidance is crucial for enhancing career progression and performance among public sector employees in Kenya.

Regular feedback on performance received a mean score of 3.97 (SD = 1.005), indicating that employees find feedback beneficial for career progression. This aligns with Chilgong, Karanja, and Muturi (2021), who noted that continuous feedback is

essential for enhancing employee performance and career growth in Kenyan public institutions, as it fosters a growth-oriented work environment.

4.4.4 Descriptive Statistics for Employee Recognition as an Incentive

The study aimed to find out the relationship between recognition and performance of public service employees in Kajiado County. The findings are shown in Table 11 below.

Table 11:

Descriptive Statistics for Recognition as an Incentive

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
The organization has formal programs in place for appreciating employees	5 (2.8%)	8 (4.5%)	31 (17.5%)	80 (45.2%)	53 (29.9%)	3.95	0.955
I regularly receive recognition for my contributions at work.	7 (4.0%)	14 (7.9%)	35 (19.8%)	88 (49.7%)	33 (18.6%)	3.71	0.989
Promotions within the company are based on individual performance.	7 (4.0%)	19 (10.7%)	33 (18.6%)	66 (37.3%)	52 (29.4%)	3.77	1.105
Merit-based promotions are clearly communicated and transparent.	6 (3.4%)	19 (10.7%)	39 (22.0%)	66 (37.3%)	47 (26.6%)	3.73	1.074
The incentive programs in place are motivating and align with my career goals.	10 (5.6%)	19 (10.7%)	38 (21.5%)	79 (44.6%)	31 (17.5%)	3.58	1.075
Non-monetary incentives, such as additional time off or recognition events, are valued by me.	11 (6.2%)	27 (15.3%)	45 (25.4%)	44 (24.9%)	50 (28.2%)	3.54	1.225
Aggregate Mean Score						3.71	1.071
Valid N (listwise)			177				

Source: Research (2025)

The results in Table 11 show that employee recognition practices achieved an aggregate mean score of 3.71 (SD = 1.071), indicating moderate to positive perceptions. Formal programs for employee appreciation recorded the highest mean score of 3.95 (SD = 0.955), suggesting that structured recognition is perceived positively. This finding

aligns with Ndungu (2017), who emphasized that structured recognition programs in public institutions foster employee motivation by acknowledging their contributions, thus enhancing performance.

Performance-based promotions received a mean score of 3.77 (SD = 1.105), with the higher standard deviation indicating some variability, possibly due to differences in promotion criteria across roles. This result is consistent with Wambua (2007), who highlighted that promotions based on merit are vital for motivating public employees, as they provide clear incentives for performance. Transparency in merit-based promotions achieved a mean score of 3.73 (SD = 1.074), supporting Okafor's (2014) finding that clear communication on promotion criteria enhances employee trust and satisfaction.

Regular recognition for contributions recorded a mean score of 3.71 (SD = 0.989), reflecting general satisfaction but also showing room for improvement. This supports Chilgong, Karanja, and Muturi (2021), who noted that consistent employee acknowledgment positively impacts motivation and engagement levels within Kenyan public institutions.

Alignment of incentive programs with career goals received a mean score of 3.58 (SD = 1.075), indicating moderate agreement. This finding supports Mwangi (2018), who observed that career-aligned incentive programs strengthen motivation by providing clear pathways to personal and professional growth. The lowest mean score was recorded for non-monetary incentives such as additional time off or recognition events (M = 3.54, SD = 1.225), with the highest standard deviation suggesting differing opinions on their value. This aligns with Luchivisi, Egessa, and Muchilwa (2021), who

found that while some employees appreciate non-monetary incentives, others may prefer tangible rewards, indicating a need for tailored recognition approaches.

4.5 Performance of Public Service Employees

The study examined employee perceptions of performance recognition and job satisfaction within the Ministry of Interior and Coordination of National Government.

The findings are shown in Table 12.

Table 12:

Performance of Public Service Employees

Statement	SD (%)	F (%)	D (%)	F (%)	N (%)	F (%)	A (%)	F (%)	SA (%)	Mean	Std Dev.
Recognition of my performance enhances my overall job satisfaction.	3 (1.7%)		6 (3.4%)		69 (39.0%)		72 (40.7%)		27 (15.3%)	3.64	0.841
My performance level helps in reducing job-related stress.	4 (2.3%)		13 (7.3%)		24 (13.6%)		112 (63.3%)		24 (13.6%)	3.79	0.852
My performance is recognized as a key factor for potential promotions.	3 (1.7%)		16 (9.0%)		22 (12.4%)		79 (44.6%)		57 (32.2%)	3.97	0.982
Successfully completing challenging tasks enhances my professional skills.	1 (0.6%)		12 (6.8%)		50 (28.2%)		60 (33.9%)		54 (30.5%)	3.87	0.948
I feel more satisfied with my job when I achieve my performance goals.	7 (4.0%)		12 (6.8%)		26 (14.7%)		86 (48.6%)		46 (26.0%)	3.86	1.010
Clear performance expectations contribute to lower levels of job stress.	19 (10.7%)		17 (9.6%)		35 (19.8%)		59 (33.3%)		47 (26.6%)	3.55	1.274
Aggregate Mean Score										3.78	0.985
Valid N (listwise)					177						

Source: Research (2025)

The results in Table 12 reveal that employee performance achieved an aggregate mean score of 3.78 (SD = 0.985), indicating generally positive perceptions of performance factors among public service employees. Performance recognition as a factor for potential promotions recorded the highest mean score of 3.97 (SD = 0.982), suggesting

that performance is widely perceived as a promotion criterion. This aligns with Wambua (2007), who emphasized that recognizing performance as a promotion criterion motivates public sector employees to strive for excellence in their roles.

Enhancement of professional skills through challenging tasks achieved a mean score of 3.87 (SD = 0.948), aligning with Ndikumana et al. (2019), who found that challenging assignments contribute significantly to skill acquisition and career development in public service. Similarly, job satisfaction related to achieving performance goals recorded a mean score of 3.86 (SD = 1.010), supporting Muchai and Mwangi's (2014) observation that public sector employees feel more fulfilled when they meet their performance targets, as it validates their contributions and efforts.

Performance level's role in reducing job-related stress achieved a mean score of 3.79 (SD = 0.852), aligning with Mwangi (2018), who noted that employees with higher performance levels often experience lower job-related stress, as they feel more competent in managing their responsibilities.

Recognition's impact on job satisfaction recorded a mean score of 3.64 (SD = 0.841), supporting Ndungu (2017), who found that recognition significantly enhances employee morale and satisfaction in Kenyan public institutions. The lowest mean score was recorded for the effect of clear performance expectations on job stress (M = 3.55, SD = 1.274), with the highest standard deviation indicating variability in experiences, potentially due to differing levels of clarity across departments. This finding aligns with Okafor (2014), who noted that clear performance expectations reduce stress by providing employees with a well-defined framework for meeting their objectives.

4.6 Pearson Correlation Analysis

The study examines the relationships between non-monetary incentives and employee performance through Pearson correlation analysis. The analysis involved four key variables: mentorship, job enrichment, career advancement opportunities, and recognition, alongside the dependent variable of employee performance. Table 13 presents the correlation matrix showing how these variables relate to one another.

Table 13:

Pearson Correlation Matrix

	Mentorship	Job Enrichment	Career Advancement	Recognition	Employee Performance
Mentorship	1				
Pearson Correlation					
Sig. (2-tailed)					
N	177				
Job Enrichment	.756**	1			
Pearson Correlation					
Sig. (2-tailed)	.000				
N	177	177			
Career Advancement	.682**	.693**	1		
Pearson Correlation					
Sig. (2-tailed)	.000	.000			
N	177	177	177		
Recognition	.648**	.671**	.718**	1	
Pearson Correlation					
Sig. (2-tailed)	.000	.000	.000		
N	177	177	177	177	
Employee Performance	.794**	.768**	.823**	.751**	1
Pearson Correlation					
Sig. (2-tailed)	.000	.000	.000	.000	
N	177	177	177	177	177

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research Data (2025)

Career Advancement Opportunities and Employee Performance

Among all variables examined, career advancement opportunities demonstrated the strongest relationship with employee performance, with a correlation coefficient of $r = 0.823$, statistically significant at $p < 0.001$. This strong positive association indicates that employees who perceive genuine opportunities for upward mobility within the organization tend to exhibit higher levels of work performance. Similar findings were reported by Ndungu (2017) in a study of public institutions in Kenya, where clearly defined career progression pathways were found to be powerful motivators for enhanced employee productivity.

Mentorship and Employee Performance

The correlation between mentorship practices and employee performance was found to be $r = 0.794$, with statistical significance at $p < 0.001$. This strong positive relationship indicates that employees who receive quality mentorship tend to demonstrate higher levels of performance compared to those who do not benefit from such support. The strength of this association highlights mentorship as a critical factor influencing employee success in the workplace. Wambua (2007) reported similar findings in public service organizations, observing that structured mentorship programs contribute significantly to employee skill development and overall job satisfaction.

Job Enrichment and Employee Performance

Job enrichment exhibited a correlation coefficient of $r = 0.768$, statistically significant at $p < 0.001$, indicating a strong positive relationship with employee performance. This finding suggests that providing employees with diverse responsibilities, challenging assignments, and opportunities for skill development enhances their work performance. The strength of this correlation underscores job enrichment as an effective strategy for

promoting employee efficiency and engagement. Consistent with this result, Mwangi (2018) found that enrichment initiatives in public sector organizations promote competence building and professional growth among employees.

Recognition and Employee Performance

Recognition practices recorded a correlation coefficient of $r = 0.751$, statistically significant at $p < 0.001$. Although this relationship remains strongly positive, it is slightly weaker compared to the associations observed for career advancement and mentorship. This pattern suggests that recognition is an important determinant of employee performance, but its impact can be enhanced when combined with other motivational strategies. Supporting this observation, Chilgong, Karanja, and Muturi (2021) found that employee recognition systems in public institutions positively influence motivation and engagement, reinforcing their role in promoting improved performance outcomes.

4.7 Multiple Linear Regression Analysis

The study examines how non-monetary incentives predict employee performance through multiple linear regression modeling. The analysis tests whether mentorship, job enrichment, career advancement opportunities, and recognition jointly and individually influence performance outcomes among Ministry of Interior and National Administration employees in Kajiado County. The technique determines relationship strength, direction, and statistical significance between predictor variables and the performance criterion.

4.7.1 Model Summary

The model summary provides an overview of how effectively the predictor variables explain variations in employee performance. The results are presented in Table 14.

Table 14:

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error Estimate	Durbin-Watson
1	0.881	0.776	0.770	0.424	1.956

a. Predictors: (Constant), Mentorship, Job Enrichment, Career Advancement Opportunities, Recognition
b. Dependent Variable: Employee Performance

Source: Research Data (2025)

As indicated in Table 14, the four predictor variables mentorship, job enrichment, career advancement opportunities, and recognition collectively explain 77.6% of the variance in employee performance, as reflected by the R² value of 0.776. After adjusting for the number of predictors in the model, the adjusted R² value of 0.770 confirms that approximately 77.0% of the variation in employee performance is accounted for by these independent variables. These values demonstrate a strong predictive power, indicating that the model effectively captures the major determinants of employee performance within the organization.

The multiple correlation coefficient (R = 0.881) indicates a very strong positive relationship between the combined predictor variables and employee performance. This suggests that improvements in non-monetary incentive practices such as mentorship, career development opportunities, job enrichment, and recognition—are strongly associated with enhanced employee work output.

Furthermore, the Durbin–Watson statistic of 1.956 falls within the acceptable range (close to the ideal value of 2.0), confirming the absence of significant autocorrelation among residuals. This finding validates the independence of errors and confirms that

the regression model satisfies key statistical assumptions, thus supporting the reliability of the results.

4.7.2 Analysis of Variance (ANOVA) Results

The Analysis of Variance (ANOVA) test was conducted to determine whether the overall regression model is statistically significant. The results are presented in Table 15.

Table 15:

ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	106.874	4	26.719	148.523	0.000 ^b
Residual	30.943	172	0.180		
Total	137.817	176			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Mentorship, Job Enrichment, Career Advancement Opportunities, Recognition

Source: Research Data (2025)

The ANOVA results presented in Table 15 show that the regression model is statistically significant, with an F-statistic of 148.523 and a corresponding p-value of < 0.001. This significance level indicates that the probability of obtaining such results by chance is less than 0.1%, thereby rejecting the null hypothesis that all regression coefficients are equal to zero. Consequently, at least one of the predictor variables significantly influences employee performance. The high F-value, combined with the extremely low p-value, demonstrates a strong overall model fit, confirming that the set of predictors collectively explains a significant proportion of the variation in employee performance. These results validate the regression model's suitability and emphasize that mentorship, job enrichment, career advancement opportunities, and recognition

have a statistically significant joint influence on employee performance within the Ministry of Interior and National Administration in Kajiado County.

4.7.3 Regression Coefficients Analysis

Table 16 presents the regression coefficients, showing the individual contribution of each predictor variable to employee performance while controlling for the effects of other variables in the model.

Table 16:

Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	0.623	0.312		1.997	0.048
Mentorship	0.287	0.076	0.264	3.776	0.000
Job Enrichment	0.246	0.081	0.221	3.037	0.003
Career Advancement Opportunities	0.358	0.073	0.341	4.904	0.000
Recognition	0.213	0.079	0.195	2.696	0.008

a. Dependent Variable: Employee Performance

Source: Research Data (2025)

Based on the coefficients in Table 16, the regression equation is:

$$Y = \beta\alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y = Dependent variable (Performance of public service employees)

$\beta\alpha$ = Constant (intercept)

β = Coefficients (regression coefficients)

X_1 = Mentorship

X_2 = Job Enrichment

X_3 = Career Progression

X_4 = Recognition

ε = Error term

$$\text{Employee Performance} = 0.623 + 0.287(\text{Mentorship}) + 0.246(\text{Job Enrichment}) + 0.358(\text{Career Advancement}) + 0.213(\text{Recognition})$$

The model shows that each predictor variable contributes positively to employee performance. Specifically, for every one-unit increase in mentorship, job enrichment, career advancement opportunities, and recognition, employee performance increases by 0.287, 0.246, 0.358, and 0.213 units respectively, when other variables are held constant. The regression results also provide empirical evidence for testing the four research hypotheses, as discussed below.

Hypothesis 1: Mentorship and Employee Performance

The null hypothesis (H_{01}) stated that mentorship has no statistically significant influence on employee performance. Results show a regression coefficient of $B = 0.287$, with $t = 3.776$ and $p < 0.001$, indicating that mentorship has a statistically significant positive effect on employee performance. The standardized coefficient (Beta = 0.264) suggests that mentorship is a moderately strong predictor of performance relative to the other variables.

The statistical significance at $p < 0.001$ warrants rejection of the null hypothesis. These findings demonstrate that effective mentorship enhances employee competence, confidence, and overall job performance. Employees who receive continuous guidance, constructive feedback, and professional support from mentors tend to perform better. This outcome aligns with Wambua (2007), who found that structured mentorship

systems in public service institutions significantly improve employee capability and job satisfaction. The present study thus concludes that mentorship significantly and positively influences employee performance within the Ministry of Interior and National Administration in Kajiado County.

Hypothesis 2: Job Enrichment and Employee Performance

The null hypothesis (H_{02}) proposed that job enrichment has no statistically significant influence on employee performance. The results indicate a coefficient of $B = 0.246$, with $t = 3.037$ and $p = 0.003$, confirming a statistically significant positive relationship. The standardized coefficient ($Beta = 0.221$) shows that job enrichment is a moderately important predictor of performance within the model.

The significance level of $p = 0.003$ leads to the rejection of the null hypothesis. These findings confirm that employees exposed to varied roles, challenging assignments, and skill development opportunities demonstrate improved performance. Job enrichment encourages creativity, autonomy, and engagement, thereby enhancing overall productivity. Mwangi (2018) reported similar findings in public organizations, emphasizing that enriched job designs contribute to skill enhancement and professional growth. Therefore, this study concludes that job enrichment significantly and positively affects employee performance in the Ministry.

Hypothesis 3: Career Advancement Opportunities and Employee Performance

The null hypothesis (H_{03}) stated that career advancement opportunities have no statistically significant influence on employee performance. The analysis produced a coefficient of $B = 0.358$, with $t = 4.904$ and $p < 0.001$, representing the strongest effect among all predictors. The standardized coefficient ($Beta = 0.341$) confirms that career

advancement opportunities hold the highest relative importance in predicting performance outcomes.

The highly significant relationship ($p < 0.001$) provides strong evidence to reject the null hypothesis. These results reveal that employees who perceive genuine career growth prospects—such as clear promotion criteria, access to training, and managerial support—are more motivated and perform at higher levels. Ndungu (2017) reported comparable findings in Kenyan public institutions, where transparent career progression frameworks were found to enhance employee motivation and productivity. Accordingly, this study concludes that career advancement opportunities are the most influential determinant of employee performance among the variables examined.

Hypothesis 4: Recognition and Employee Performance

The null hypothesis (H_{04}) proposed that recognition has no statistically significant influence on employee performance. The regression results show a coefficient of $B = 0.213$, with $t = 2.696$ and $p = 0.008$, confirming a statistically significant positive relationship. The standardized coefficient ($Beta = 0.195$) indicates that recognition, although the least influential predictor, still contributes meaningfully to performance improvement.

The significance level ($p = 0.008$) supports rejection of the null hypothesis. The findings demonstrate that recognition practices—such as formal appreciation, merit-based promotions, and regular acknowledgment of achievements—enhance employee motivation and engagement, leading to improved work outcomes. This result is consistent with Chilgong, Karanja, and Muturi (2021), who found that recognition systems in public institutions positively influence employee morale and productivity. Hence, this study concludes that recognition significantly and positively affects

employee performance within the Ministry of Interior and National Administration in Kajiado County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions, and recommendations derived from the study on non-monetary incentives and employee performance in the Ministry of Interior and National Administration in Kajiado County, Kenya. The research examined how mentorship, job enrichment, career advancement opportunities, and recognition influence employee performance among public service workers in the ministry.

5.2 Summary of Findings

5.2.1 Mentorship and Employee Performance

The study established that mentorship practices significantly influence employee performance within the Ministry of Interior and National Administration in Kajiado County. Descriptive statistics revealed an aggregate mean score of 3.97, indicating generally positive perceptions among employees regarding mentorship support. Employees particularly valued collaborative projects encouraged by mentors and the constructive feedback received for professional improvement. The regression analysis demonstrated that mentorship positively predicts employee performance with a coefficient of 0.287, which was statistically significant at $p < 0.001$. The standardized coefficient of 0.264 confirmed mentorship as a moderately strong predictor. Correlation analysis further revealed a strong positive relationship between mentorship and performance with $r = 0.794$. These findings indicate that employees who receive regular coaching, adequate task support, and clear guidance from mentors demonstrate enhanced competence and overall job performance in their respective roles.

5.2.2 Job Enrichment and Employee Performance

The research findings indicated that job enrichment practices moderately influence employee performance among public service workers in Kajiado County. The descriptive analysis yielded an aggregate mean score of 3.69, suggesting moderate to positive perceptions regarding job rotation, job seconding, and challenging task assignments. Employees recognized the value of rotating through different roles and departments for skill acquisition and professional development. Regression results showed that job enrichment positively affects performance with a coefficient of 0.246, statistically significant at $p = 0.003$. The standardized coefficient of 0.221 positioned job enrichment as a moderately important predictor within the model. Pearson correlation analysis revealed a strong positive relationship with $r = 0.768$. These results demonstrate that exposing employees to varied responsibilities, cross-functional experiences, and challenging assignments enhances their adaptability, competence, and overall work performance within the organization.

5.2.3 Career Advancement Opportunities and Employee Performance

Career advancement opportunities emerged as the strongest predictor of employee performance in this study. Descriptive statistics showed an aggregate mean score of 4.05, indicating strong positive perceptions among employees regarding promotion prospects, training programs, and managerial support for career growth. Regression analysis revealed that career advancement opportunities had the highest coefficient of 0.358, statistically significant at $p < 0.001$. The standardized coefficient of 0.341 confirmed its position as the most influential predictor among all variables examined. Correlation analysis demonstrated the strongest relationship with performance at $r = 0.823$. These findings underscore that employees who perceive genuine opportunities

for upward mobility, transparent promotion criteria, and organizational support for their career goals exhibit significantly higher motivation and performance levels. Clear career progression pathways serve as powerful motivators for enhanced productivity in public service organizations.

5.2.4 Recognition and Employee Performance

The study found that recognition practices significantly influence employee performance, though with relatively lower impact compared to other variables. Descriptive analysis produced an aggregate mean score of 3.71, reflecting moderate to positive perceptions regarding formal appreciation programs, performance-based promotions, and merit recognition systems. Regression results indicated that recognition positively affects performance with a coefficient of 0.213, statistically significant at $p = 0.008$. Although the standardized coefficient of 0.195 positioned recognition as the least influential predictor, it remained a meaningful contributor to performance improvement. Correlation analysis showed a strong positive relationship at $r = 0.751$. These findings demonstrate that employees who receive regular acknowledgment of their contributions, transparent merit-based promotions, and formal appreciation programs experience enhanced motivation and engagement, subsequently leading to improved work outcomes and organizational commitment.

5.3 Conclusions

5.3.1 Mentorship and Employee Performance

Based on the research findings, the study concludes that mentorship constitutes a critical determinant of employee performance within the Ministry of Interior and National Administration in Kajiado County. The strong positive relationship and

statistical significance establish that structured mentorship programs, characterized by regular coaching sessions, constructive feedback, and adequate task support, substantially enhance employee competence and job satisfaction. Organizations that invest in developing robust mentorship frameworks create supportive work environments where employees receive personalized guidance for skill development and career progression. However, inconsistencies observed in delegation of challenging tasks and provision of clear skill improvement guidance suggest that mentorship quality varies across departments and organizational levels. Therefore, standardizing mentorship practices and ensuring all employees receive consistent, high-quality mentoring support would optimize performance outcomes throughout the organization.

5.3.2 Job Enrichment and Employee Performance

The study concludes that job enrichment serves as an effective strategy for enhancing employee performance in public service organizations. The positive relationship between diverse role exposure, challenging assignments, and performance outcomes demonstrates that employees thrive when provided opportunities to expand their skill sets and experience different organizational functions. Job rotation and secondment initiatives foster adaptability, cross-functional competence, and professional growth among public servants. However, the moderate mean scores and variability in responses indicate that job enrichment practices are not uniformly implemented across all departments within the ministry. The identified gap in adequate support and resources when handling challenging tasks represents a significant limitation. Consequently, maximizing the benefits of job enrichment requires consistent organizational support, adequate resource allocation, and systematic implementation across all levels and departments within the institution.

5.3.3 Career Advancement Opportunities and Employee Performance

The research concludes that career advancement opportunities represent the most powerful motivator and performance driver among the non-monetary incentives examined in this study. The strongest correlation and highest regression coefficient establish clear career progression pathways as paramount to employee motivation and productivity in public service contexts. Employees demonstrate significantly higher performance levels when they perceive genuine opportunities for upward mobility, receive transparent information about promotion criteria, and benefit from training programs aligned with career development goals. Organizational support through managerial guidance and regular performance feedback creates a growth-oriented culture that encourages excellence. The strong employee perceptions regarding advancement opportunities within the Ministry of Interior and National Administration indicate existing positive frameworks. However, continued emphasis on maintaining transparent, merit-based progression systems and expanding access to professional development programs remains essential for sustaining high performance standards.

5.3.4 Recognition and Employee Performance

The study concludes that recognition practices significantly contribute to employee performance, though their effectiveness depends on consistent implementation and alignment with individual career aspirations. Formal appreciation programs, merit-based promotions, and regular acknowledgment of employee contributions enhance motivation and organizational commitment among public servants. Recognition serves as validation of employee efforts and reinforces desired performance behaviors within the workplace. However, the relatively lower mean scores and higher variability in responses suggest that recognition practices are not uniformly experienced across the

organization. The moderate perceptions regarding non-monetary incentives such as additional time off and recognition events indicate diverse employee preferences for different forms of acknowledgment. Therefore, developing comprehensive, tailored recognition systems that accommodate individual preferences while maintaining fairness and transparency would enhance the motivational impact of recognition practices throughout the organization.

5.4 Recommendations

5.4.1 Mentorship and Employee Performance

The study recommends that the Ministry of Interior and National Administration should establish standardized mentorship frameworks with clearly defined roles, responsibilities, and performance expectations for mentors across all departments and organizational levels. Organizations should implement regular mentor training programs to enhance coaching skills, feedback delivery techniques, and task delegation competencies among senior staff members designated as mentors. The ministry needs to develop monitoring mechanisms to evaluate mentorship quality and ensure consistent support provision to all employees regardless of their positions or departments. Furthermore, organizations should create platforms for mentee feedback to identify areas requiring improvement and ensure mentorship programs remain responsive to employee developmental needs and organizational performance objectives.

5.4.2 Job Enrichment and Employee Performance

The study recommends that the ministry should systematically implement job rotation and secondment programs with structured timelines and clear learning objectives to

maximize skill acquisition and professional development outcomes. Organizations need to ensure adequate allocation of resources, tools, and supervisory support when assigning challenging tasks to employees to prevent frustration and performance decline. The ministry should establish cross-departmental collaboration frameworks that facilitate seamless job enrichment experiences while maintaining operational efficiency and service delivery standards. Additionally, organizations should conduct regular assessments to identify employees' readiness for enriched roles and provide preparatory training to ensure successful transitions, thereby optimizing the performance benefits associated with diverse work experiences.

5.4.3 Career Advancement Opportunities and Employee Performance

The study recommends that the Ministry of Interior and National Administration should maintain and enhance transparent career progression frameworks by clearly communicating promotion criteria, timelines, and qualification requirements to all employees. Organizations need to expand access to professional development programs, including specialized training, certification courses, and educational sponsorships aligned with career advancement pathways within the public service sector. The ministry should strengthen managerial capacity to provide effective career guidance through leadership development programs focusing on coaching and employee development competencies. Furthermore, organizations should establish regular performance review systems that provide constructive feedback linking current performance to future advancement opportunities, thereby creating clear connections between individual efforts and career progression outcomes.

5.4.4 Recognition and Employee Performance

The study recommends that the ministry should develop comprehensive recognition programs incorporating both formal appreciation systems and informal acknowledgment practices tailored to diverse employee preferences and motivational needs. Organizations need to ensure transparency in merit-based promotion processes by establishing clear performance metrics, objective evaluation criteria, and regular communication of recognition decisions to maintain employee trust and motivation. The ministry should implement multi-faceted recognition approaches combining public acknowledgment, performance awards, additional responsibilities, and career development opportunities to cater to varying employee values. Additionally, organizations should train managers and supervisors on effective recognition techniques and create organizational cultures where regular appreciation becomes embedded in daily management practices, thereby maximizing the motivational impact of recognition initiatives.

5.5 Suggestions for Further Research

Future research should investigate the moderating effects of demographic variables such as age, education level, and length of service on the relationship between non-monetary incentives and employee performance in public service organizations. Studies should examine the comparative effectiveness of monetary versus non-monetary incentives in motivating public sector employees across different organizational contexts and cultural settings. Additionally, longitudinal research designs would provide insights into the sustainability of non-monetary incentive effects on performance over extended periods and identify optimal combinations of incentive

practices for maximizing long-term organizational productivity and employee satisfaction outcomes.

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APPENDICES

Appendix 1: Introduction Letter

Mary Wangui Kuria
Department of Business Administration
Kenyatta University
P.o Box 43844-00100
Nairobi.
Date: _____

Dear Sir/Madam

Ref: Introduction Letter

I am pursuing a Master's degree in Business Administration at Kenyatta University. It's a requirement for master's student to present a research project for one to have completed the course. My research project is about the "Non-Financial incentives of Public Service Employees' Performance in the Ministry of interior, Kajiado County." The information I intend to collect will be greatly beneficial in achieving the objectives of my study and answering the research questions in relation to motivation of public service employees in the Ministry of Interior and Coordination of National Government.

I humbly request you to provide me with the information truthfully and honestly. The information will not be used for any other purpose apart from meeting the intentions of this study. Your confidentiality and privacy will be highly safeguarded.

Yours faithfully,

Mary Wangui Kuria

Cell-Phone: 0720973082

Email: marynjenga79@gmail.com

Appendix II: Questionnaire

Section A: Background Information

1. What is your gender?

Male Female

2. Indicate your rank in the administration Hierarchy.

Assistant Chief Chief County Commissioner
Assistant- County Commissioner Deputy County Commissioner

3. Length of service in Ministry of Interior and Coordination of National Government

Below 3 years 3 years between 3 and 6 years
Between 6 and 10 years More than 10 years

4. Highest Level of education

Diploma Undergraduate

Masters Ph.D

Section B: Mentorship

Please rate the extent of agreement with the following assertions on a rating scale of 1 to 5, where: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

	Statement	SD	D	N	A	SA
1.	I receive regular one-on-one coaching sessions with my mentor					
2.	My mentor provides adequate support when I am handling delegated tasks.					
3.	My mentor encourages collaborative projects within our team.					
4.	I receive constructive feedback from my mentor that helps me improve.					
5.	My mentor delegates meaningful tasks that challenge me.					
6.	My mentor provides clear guidance on how to improve my skills.					

Section C: Job Enrichment

Please rate the extent of agreement with the following assertions on a rating scale of 1 to 5, where: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

	Statement	1	2	3	4	5
1.	I have opportunities to rotate through different roles within the organization.					
2.	Job rotation helps me acquire new skills and knowledge.					
3.	I have the chance to work in different departments through job seconding.					
4.	My experience with job seconding has enhanced my overall job satisfaction.					
5.	I feel that taking on challenging tasks contributes to my professional growth					
6.	I receive adequate support and resources when working on challenging tasks.					

Section D: Recognition

Please rate the extent of agreement with the following assertions on a rating scale of 1 to 5, where: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

	Statement	1	2	3	4	5
1.	The organization has formal programs in place for appreciating employees					
2.	I regularly receive recognition for my contributions at work.					
3.	Promotions within the company are based on individual performance.					
4.	Merit-based promotions are clearly communicated and transparent.					
5.	The incentive programs in place are motivating and align with my career goals.					
6.	Non-monetary incentives, such as additional time off or recognition events, are valued by me.					

Section E: Career progression

Please rate the extent of agreement with the following assertions on a rating scale of 1 to 5, where: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

	Statement	1	2	3	4	5
1.	My manager provides guidance on how to advance in my career.					
2.	The organization offers training and development programs that help me advance.					
3.	There are sufficient opportunities for advancement within the organization					
4.	I am aware of the criteria used to determine promotions within the company					
5.	I feel supported by the organization in achieving my career goals					
6.	I receive regular feedback on my performance that helps me improve and progress.					

Section E: Employee Performance

Please rate the extent of agreement with the following assertions on a rating scale of 1 to 5, where: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

	Statement	1	2	3	4	5
1.	Recognition of my performance enhances my overall job satisfaction.					
2.	My performance level helps in reducing job-related stress.					
3.	My performance is recognized as a key factor for potential promotions.					
4.	Successfully completing challenging tasks enhances my professional skills.					
5.	I feel more satisfied with my job when I achieve my performance goals.					
6.	Clear performance expectations contribute to lower levels of job stress.					

Appendix III: Research Authorization letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 27th January, 2023

TO: Kuria Mary Wangui
C/o Business Administration Dept.

REF: D53/CE/25889/2014

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 18th January, 2023 approved your Research Project Proposal for the M.B.A Degree Entitled, “**Non-Monetary Incentives of Public Service Performance in the Ministry of Interior and Coordination of National Government in Kajiado County, Kenya.**”

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and progress report Forms per semester. The Forms are available at the University’s Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

ANNBELL MWANIKI
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL






c.c. Chairman, Business Administration.

Supervisors:

1. Dr. Linda Kimenchu
C/o Department of Business Administration
Kenyatta University

AM/mo

Appendix IV: Research Permit

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 727359	Date of Issue: 21/February/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. MARY wangui KURIA of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: Non Monetary Incentives of Public Service performance in the Ministry of Interior and Coordination of National Government in Kajiado County for the period ending : 21/February/2024.</p>	
License No: NACOSTI/P/23/23786	
Applicant Identification Number 727359	
 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
Verification QR Code	
	
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